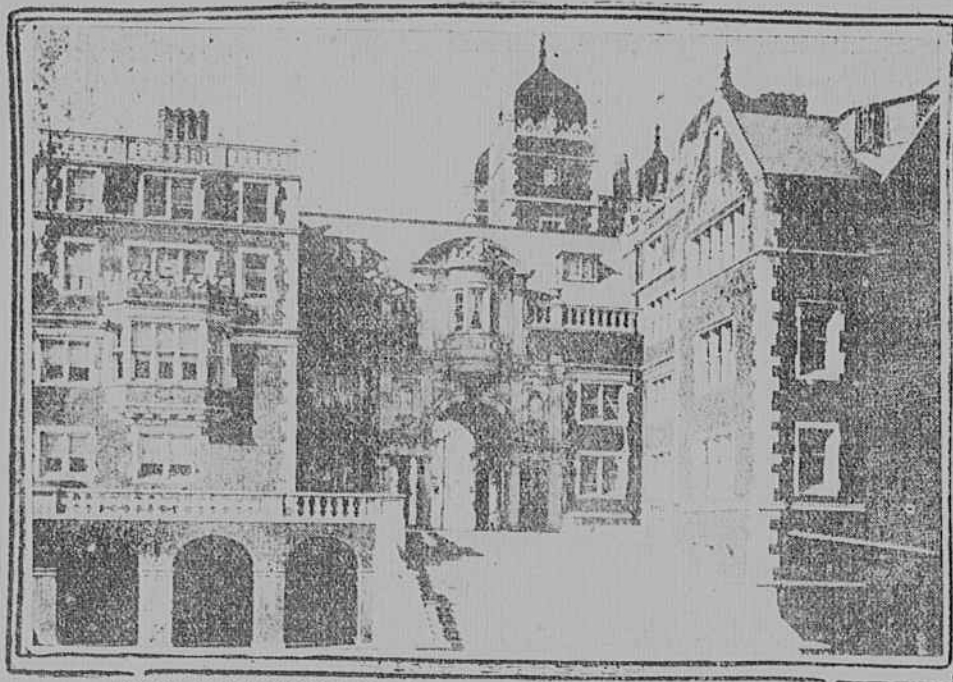


"Shall I Send My Child to College?" Question Now Uppermost in Parental Mind



STUDENTS' DORMITORIES IN ONE OF OUR UNIVERSITIES FOR MEN.



FRATERNITY HOUSE AT A BIG UNIVERSITY. COLLEGE CLASS IN "HOME MAKING."



CLASS AT AN AGRICULTURAL COLLEGE. SWIMMING POOL IN A GIRLS' COLLEGE.

BY JOHN ELFRITH WATKINS.

UPPERMOST in the minds of thousands of parents is the question: "Shall I send my young hopeful to college?"

And inasmuch as advice on no other subject can just now be as welcome to fathers and mothers vexed by this vital problem, I have persuaded the national government's highest authority on education to discuss it with me, for their special benefit. I refer to the United States commissioner of education, Dr. Philander H. Claxton, who, when elevated to this responsible office a year ago, was recommended to the President as one of the most progressive and successful educators of American youth to be found in the country. Dr. Claxton is, himself, very much of a college man. After having been graduated at the University of the Pacific, he took a postgraduate course at Johns Hopkins, before being called to take the directorship of the national bureau of education, here in Washington. He had been a schoolmaster for one year, a superintendent of public schools for eight years, the superintendent of a summer school for nine years, and a professor of education for eighteen years, one-half of which period was spent in a state normal college and the other half in the faculty of its alma mater.

During this time he has also edited two educational journals, has made two tours abroad to investigate the educational systems of foreign countries and has served as an officer in seven learned societies. Having commenced his own education in and having taught in a country public school, he has had experience in every stage of school, college and university life, from the bottom upward, and that he has striven for our youth's better opportunities for play, as well as for study, is revealed by the fact that he is both a director of the Playground Association of America and chairman of the National Storytellers' League. But for fear that after perusing such a lengthy record of his educational experiences you should picture Commissioner Claxton in our mind as an old man, I should like to add that he began his career as somewhat of a prodigy, having received his university degree while still a boy in his teens, and that he is as yet within his forties.

Useless Luxury to Whom?

"Is there any use of sending men or women who can afford it, for whom college training would be a useless luxury?" I asked Dr. Claxton.

"The function of the college is not alone to equip one to make a living," he replied. "A further and most important function is that of preparing one for life, of giving what we call culture."

"When the farmer, the blacksmith, the preacher, the merchant, the doctor, the schoolmaster, the lawyer and the housekeeper have finished their day's work, they all sit down and read the Bible. It is a college education that enriches their lives and adds to the joy of living, then it should be the heritage of all."

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Get a 25 cent bottle of Knowlton's Danderine from any drug store or toilet counter and prove to yourself to-night—now—that your hair is as pretty and soft as any—that it has been neglected or injured by careless treatment—that all you surely can have beautiful hair and lots of it, if you will just try a little Danderine. Real surprise awaits you.

stage of one as much as of another."

"In what special fields of endeavor is the demand for college graduates growing?"

"In all departments of life, a study of any list of men now enjoying prominence in the United States or Europe shows very clearly the value of a college education to-day. For example, there has been issued this year a new edition of a standard biographical directory of notable living men and women of the United States. It furnishes educational data concerning 13,318 individuals who are in high official position, who are connected with exclusive learned societies and who have achieved special prominence in creditable lines of effort. Of these, considerably more than half (75 per cent) are college graduates and nearly three-fourths (71 per cent) have had college training. There are but 19 per cent who have had only common school education, while fully forty-three out of each thousand (less than a half of 1 per cent) have been self-taught. The lesson in these figures, therefore, is that the college educated American has more than 130 times as much chance of becoming notable as the citizen who has not been to college, and more than 200 times as much chance as the citizen whose education has stopped at the common school. So much for the college's advantage in making one notable."

College and Earning Power.

"What about earning power? How does the college affect that?"

"It is as easy to give figures answering that also, showing that college training increases the earning power of a man or woman in all departments of economic and industrial life. Thus a recent study of one hundred of the wealthiest men in the United States, made for the American Educational Review, leads the investigator to the conclusion that a college education increases a man's chance of succeeding in business and becoming rich, 275 fold. One of our well-known technical colleges lately collected reliable statistics concerning the annual earnings of graduates who had been out in the world only ten years. It was discovered that the average member of the class was receiving \$4,100 a year, that 10 per cent of the members were earning from \$3,000 to \$10,000, and nearly 5 per cent from \$10,000 to \$20,000. Only two of these men were receiving less than \$1,000."

Effect on Farm Earnings.

"Take the farmer, for example. Figures gathered and tabulated some time ago show that of a large group of men engaged in practical farming, those who attended the district school receive an annual income of only \$318, those who stopped at the high school, of its equivalent, \$622; those who attended college or a university, \$847. These statistics further show that regardless of his capital, the educated farmer secures a larger income for his labor than the uneducated tiller of the soil. Of those investigated, the class with \$2,000 capital or under earned an average income of \$187, if they have had only district schooling, but



DR. P. P. CLAXTON.

\$288 if they have had more education, and that those with \$4,000 to \$5,000 capital earn an average of \$598. If educated only in the district school, \$166 if more highly educated. And so it goes all the way down the table. The farmer with from \$10,000 to \$15,000 capital earns less than half as much if he has stopped at the district school as he earns if he has gone higher.

"In all the industries there is a growing demand for men and women with technical education and training to fill positions of scientific and expert direction, and the salaries paid to these college graduates are large compared with those paid to men and women in positions not requiring so high a standard of education. Those who wish to become employers or directors of other workers need the college. Those who are satisfied to remain only among the employed and the directed will not find college training so essential."

College and Railroadings.

"Many large railroads now demand college education as a condition for their 'special apprentices'—the class of young men from whose numbers the future officials of the road are to be recruited. In most of the cases that have adopted this system, notably the Pennsylvania Railroad, there is now no chance for a young man to become an official of the most important departments unless he has been college-trained."

"Modern engineering of all kinds now demands men with a general education of a high degree as well as specific technical training. Not only the railway engineer, but the electrical engineer, the hydraulic engineer, the scientific chemist, the large contractor—all must have such education if they would be assured of any degree of success. This is true in spite of the fact that the degree of civil engineer was never conferred in any English-speaking country until 1835—less than 80 years ago—when given by our Troy University and that the degrees of mechanical, electrical and mining engineers did not come until several decades later. In those earlier days the college man on great engineering works was counted theoretical and was everywhere met by the prediction of ultimate failure. But the problems of engineering grew so complex that they called into play scientific method."

"The rule-of-thumb man, who built his locomotives on the 'cut-and-try' plan, soon found the factor of guess and uncertainty far too great. Fact had to take the place of opinion, and drawing to scale, with supporting formulae, came to be relied upon instead of working models. It is almost unconsciously the 'practical' man adopted the method of the 'theoretical' man. And now the practically trained graduate of the engineering college has become the 'practical' man, and the untrained man the 'theoretical'."

As an Aid in Business.

"But suppose a youth wants to become a 'business' man or woman? Would you advise him or her to go through college?"

"Modern commercial life also makes its increasing demands on the college. A generation or two ago, when there was little interstate commerce, and when foreign commerce was only in its infancy, business transactions were measured in thousands rather than millions, and any business man of good native ability might hope to succeed. This is no longer possible. The business which was once done in a small community is now done on geographical, social and economic conditions throughout the mercantile of two generations ago is now an absolute necessity."

"Thousands of our college graduates are now demanded every year to fill professorships in colleges and super-

tendencies of schools, and to become principals and instructors in high schools. In many States it is practically impossible for a man or woman without college training to secure a position as public school principal or as instructor in a public high school."

As Factor in Politics.

"Are college men as successful as politicians as those of less schooling?"

"Personal of our congressional directories during the past generation will reveal the growth in the proportion of college men who have controlled our government. The three candidates for the presidency this fall are university men, and one has been a college president as has been the present Speaker of the House. After making a study of the more than 15,000 eminent men of the past and present listed in Appleton's Cyclopaedia of American Biography, President Taft, of the Western Reserve University, concludes that a college education increases a man's chance of reaching the lower house of Congress 352 fold, the Senate, \$630 fold; the presidency, 1,322 fold, and the Federal Supreme Court, 2,027 fold."

Effect Upon Society.

"But it must not be forgotten that the benefits of education are not primarily for the individual educated. Should we not be more interested in the results which come to society and the State as a whole? Dr. Gorham does not receive in wages or salary the full value of his services in making possible the digging of the Panama Canal. Neither does General Goethals receive more than a small fractional part of what his scientific knowledge of engineering adds to the value of

the labors of all the men whom he directs."

"Professor P. H. Holden by his discoveries in the science of testing seed corn has added tens of millions of dollars to the value of the corn crop of the United States, but he does not receive even a small per cent of this for his discovery. Babcock has added millions of dollars to the dairy products of the country by his invention of the milk tester, for which he received no money. Alexander Graham Bell by the invention and improvement of the Bell telephone has added much more to the wealth of the country as a whole than he has ever received in royalties or dividends. Billions of dollars have been added to the wealth of both Europe and America by the discoveries of Pasteur, whose pay for his scientific achievements and their practical application, was limited to a very few thousands. It would be easy to mention thousands of college men and women who have added many times more than they have ever received for their services. Indeed, men and women of this kind take special delight in rendering service rather than in securing returns for the same."

"In so far as society is built on intelligence and culture, in proportion that it is made better by sweetness and light, college education everywhere ministers to its progress."

"Probably since the days of the prophets and the beginning of Christianity no stronger force for moral betterment has come into the life of the world than the modern scientific spirit. Conduct based on the recognition of the eternal verities is of a much higher moral character than that based on prejudice, superstition and the ideas of chance and arbitrariness. College education fosters this spirit and gives to its possessor a large measure of scientific knowledge."

Working Way Through College.

"Are opportunities for poor youths to work their way through college increasing?"

"Yes. Everywhere they serve in dining rooms as waiters, they make money as stenographers and typewriters; they attend to electric lighting machinery, heating plants, etc., to earn their college expenses. During the summer they are to be found working in the hotels on the railroads and on the boats. At agricultural and mechanical colleges many of them work on the farms and in the experiment stations. At the University of Cincinnati there is an arrangement by which engineering students work half their time in the shops, on the railroads and elsewhere, for which service they receive pay sufficient to defray their expenses in the university."

"Poor boys and girls are finding that college education is being rapidly brought more and more within their reach by the rapid increase of private bequests and public appropriations made to our colleges. In many of the State universities and the State agricultural and mechanical colleges the tuition is entirely or approximately free, and education in other institutions costs much less than the same kind of education could possibly cost without these large endowments."

Cost of College Career.

"The cost of attending a college now, including board, clothing, lodging and other living expenses, may be greater than it was twenty years ago, but in that time the cost of living has increased everywhere. The type of education, especially in technical subjects now given in most institutions, would be impossible without the large and costly equipments provided by bequests. About 12,500 American scholarships and fellowships offer young men and women free tuition, and in many cases their living expenses and something more. The great majority of these scholarships and fellowships have been made possible by private bequests."

"The fear that appropriations of public funds and private bequests, by which our institutions of higher learning are made very rich as compared with their condition several years ago, will pauperize the young men and women is, however, groundless. Tuition fees paid by our college students now amount to approximately \$19,000,000, an average of \$100 for each student. In addition to this, the students pay living expenses and fees, which, it is true, still put the possibility of college education far beyond the reach of the great majority of bright boys and girls, and there is greater need now than ever before in the history of the country for larger appropriations of public funds and for larger endowments from private bequests. It is estimated that the average cost of teaching and caring for a boy or girl

at college, not including living expenses, is something over \$200 a year, or about \$1250 for a full course of four years. Of this about one-third is covered by tuition fees."

Where Most of Them Go.

"What careers are most of our college graduates selecting?"

"A study of the annual of thirty-seven of our representative colleges, lately completed for this bureau by Bailey H. Burrill, and the results of which have not as yet been printed, will show that the law, which claimed one-third of all our college graduates at the beginning of the last century, now takes only 15 per cent; that teaching is now the profession chosen by the greatest number—one-fourth of the whole; that medicine takes but 12 per cent, and seems to be slightly on the decline; that engineering is slowly claiming more and more, but as yet only from 3 to 4 per cent of graduates of the college proper, and that the ministry, to supply whose ranks was the original purpose of American colleges, now claims only between 2 and 3 per cent of their graduates, having reached the lowest mark for that profession within the whole two and a half centuries of American college history. These figures hardly do justice to engineering. The per cent of those selecting this calling is much greater in other institutions than those strictly classified as colleges, and is made still greater by the addition of the many graduates of technical schools of college grade and rank."

This Fall's College Army.

"How many boys and girls will probably enter our colleges this autumn?"

"Approximately 124,000 boys and 68,000 girls, making a total army of 192,000—a force nearly two and a half times as great as the entire standing army of the United States. If concentrated in one area, these youths would form a population comparable with that of Columbus, Ohio, the capital of Ohio, and doubly as great as that of Trenton, the capital of New Jersey. The college boys alone could set up for themselves a second Omaha, the college girls another Norfolk. In proportion to population the share of our youths doing the real college work has increased about 140 per cent in the last twenty years. We now have upward of 600 real colleges, about 100 more than twenty years ago, and in the same length of time our army of college professors has increased from 10,000 to 25,000."

The College Girl To-Day.

"Are college girls shining on our boys in college ambition?"

"Decidedly. Within the last twenty years the proportional increase of our women in college has been more than 100 per cent, while that of our college men has been less than 15 per cent."

"This rapid increase of young women in our colleges has been one of the most remarkable features of modern education. Within twenty years these college girls have increased their numbers, have taken the place of the preparatory grades, have taken college courses, have taken better paid for economic life than other women. Everywhere they earn the better salaries and are able to conduct their own enterprises more profitably."

Effect on Her Marriage Chances.

"At the matrimonial opportunities of women, influenced by college training, I asked the commissioner, in conclusion, to provide against college women as having no chance in real life, as that of other women who become wives, but it is also probably true that of the same women a smaller percentage would marry, even though they did not go to college. A large proportion of these women who first went to college in large numbers, especially to the educational colleges, would not have married at all or would have married late in life, even if they had not gone to college. There were the 'strong-minded' independent women who strongly felt their ability and had the desire to make their own way in the world."

"In the beginning, our college courses were adapted to women of the type, whereas they are now being more and more adapted to a better type of women, the duties of the wife, the mother and the housekeeper."

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"Good Luck" could not be sold regularly in solid carload lots if it did not fully retain its High Leavening Power.

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Hamilton Watch History

The first Hamilton Timekeeper was begun in the early spring of the year 1892 and completed late in the fall of the same year. The fourth Hamilton Timekeeper to be made was purchased by Mr. Edwin Paul, a conductor on the Pennsylvania railroad, and if you were to ride from Philadelphia to Harrisburg, Pa., to-day on Mr. Paul's train you would be running on the time of that same Hamilton Timekeeper.

The Hamilton Timekeeper was originally a railroad watch made for the use of railroad men.

Now every business man who appreciates an absolutely accurate timekeeper may have a

Hamilton Watch

Let us sell you one. \$15.00 up.

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Time Specialists, 612 East Main Street.

Persons Who Have Visited Richmond

(Continued From Fifth Page.)

There is a space of a little more than a century. The city that Thomas Moore visited at the beginning of the nineteenth century has undergone many vicissitudes of fortune since and confederation, and bitter years of poverty and struggle.

It has lost much, and it has gained much, in population, in business interests and in wealth. That it had individually in 1863, Moore's poem proves it is to be hoped that its individuality will never be sacrificed.

European cities, London, Paris, Vienna, Berlin, Rome and hundreds of others have beauty of architecture—not skyscrapers—to enable material progress. These cities have, all of them, their art galleries, their music halls; centres that cultivate the love of beauty, that refine and educate taste. It is to be hoped again that Richmond will not build in such over-wealth and greed of money as to forget and pass by influences, that above all else should be the leaven of prosperity and the rule and measure of true advancement.

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